DOCUMENT RESUME

ED 053 462 32 EA 003 690

TITLE Annual Evaluation Report: Title I, ESEA. Fiscal Year 1970.

INSTITUTION Missouri State Dept. of Education, Jefferson City.

PUB DATE 70

NOTE 55p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29

DESCRIPTORS Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

IDENTIFIERS *Elementary Secondary Education Act Title I, ESEA Title I, Missouri

ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Missouri State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (Pages 32, 33, and 34 may reproduce poorly.) (EA)

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Annual Evaluation Report

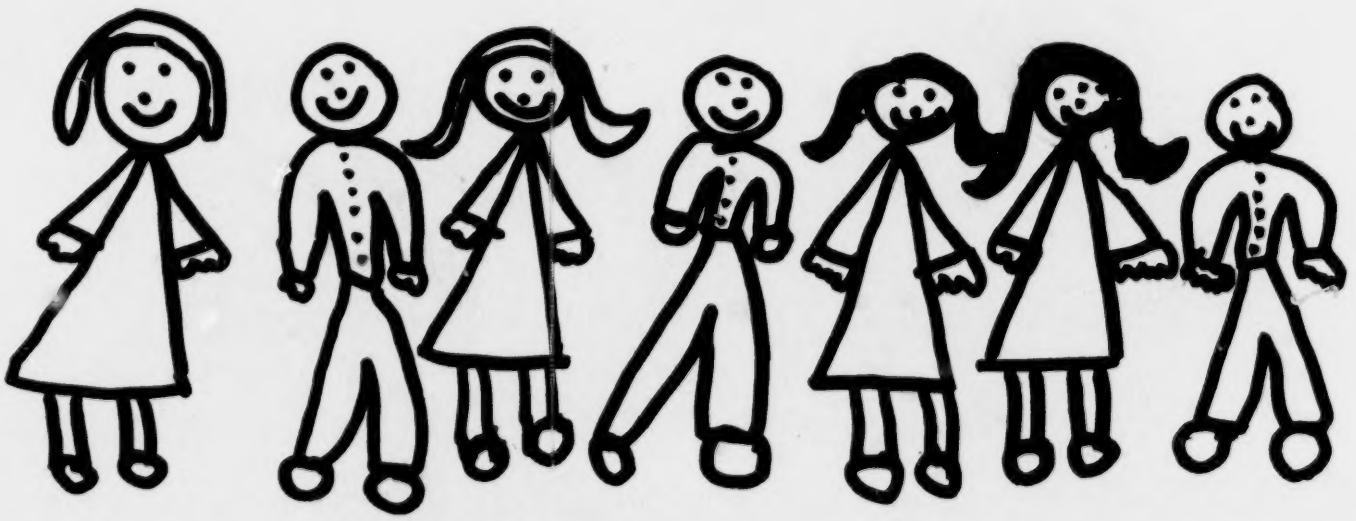
TITLE I ESEA

ED053462

MISSOURI

STATE DEPARTMENT OF EDUCATION

1970



EA 003 690

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December 24, 1970

ED053462

Mr. Charles H. Hammer
Chief, Evaluation Design
Program Planning and Evaluation
Federal Office Building 6
Office of Education
Washington, D. C. 20202

Dear Mr. Hammer:

Herewith is the State Annual Evaluation Report for Title I, ESEA. It follows the format requested by your office and includes certain other information which may be helpful.

The evaluation report reflects participation, operational information, and evidence of student progress. Much additional information has been gathered and is in the process of summarization for utilization on the state level.

Conclusions drawn about Title I which were gleaned through the process of review of local evaluations and summarization into usable information indicates the specific values of Title I. Thank you for your cooperation in the various evaluative procedures.

Sincerely,

D. D. McCullough
Director
Title I, ESEA

DDM:sch

STATE ANNUAL EVALUATION REPORT

TITLE I, ESEA

Fiscal Year 1970

STATE OF MISSOURI

MISSOURI STATE DEPARTMENT OF EDUCATION

Jefferson City

Hubert Wheeler, Commissioner of Education

DIVISION OF INSTRUCTION

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John T. Lawrence, Coordinator, Public Law 89-10

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STATE TITLE I, ESEA EVALUATION QUESTIONS

FISCAL YEAR 1970

1. STATE STATISTICS

The following figures indicate various statistics involving the state operation of Title I projects:

A. Total number of operating LEA's in the state----------686

B. Number of LEA's participating in Title I----------506

Number of LEA's eligible for Title I----------635

(Eligibility is determined by receiving a grant even though the formation of a cooperative project would have been necessary in most cases for utilization or funding of a minimum project of $2,500.)

Number of LEA's participating in Title I----------506

(1) During regular school term only----------277

(2) During summer term only---------- 38

(3) During both regular school term and the summer term----------190

C. Number of Title I programs----------472

(1) Regular school term only projects----------250

(2) Summer term only projects---------- 33

(3) Projects which did both regular school term and summer school term activities----------189

D. Unduplicated number of pupils who participated in Title I programs (See Table I)

(1) Enrolled in public school----------114,722--10.63%

Total public school enrollment equaled-------1,078,347

(2) Enrolled in non-public schools---------- 5,045-- 3.19%

Total non-public enrollment----------158,342

E. Number of cooperative projects (number included above)- 20

(1) Number which included schools with another project-----5 projects with 25 LEA's.

(2) Number in which cooperative project was only project---15 projects with 50 LEA's.

TABLE I PROJECT PARTICIPANTS

Grade	Public School Participants	Non-public School Participants	Neglected and Delinquent
Prekindergarten	597	39	
Kindergarten	4,057	123	8
1	10,327	561	21
2	10,855	643	28
3	11,608	724	30
4	11,898	727	42
5	11,865	670	74
6	11,019	577	57
7	9,493	445	89
8	9,044	310	98
9	7,363	91	68
10	5,290	48	38
11	4,152	44	23
12	3,194	23	5
Ungraded	3,960	20	146
Totals	114,722	5,045	727
Number of projects	472	86	13
Number of LEA's	506	86	13

The unduplicated count of Title I participants is shown above. Approximately 63 per cent of the students are below grade six. This indicates the tendency toward the focus of Title I activities on the lower grades. Preschool activities remain limited for FY 1970 but appear to be on the increase. All projects contained public school activities.

Implications and conlusions--state statistics.

A higher percentage of districts were eligible for Title I programs than in the previous year by some 7 per cent (FY '69-86%--FY '70-93%). As noted earlier eligibility was determined by the LEA receiving a grant even though the formation of a cooperative would be necessary in most cases. Even with a higher percentage of eligibility the percentage of participation dropped five points from 85 per cent for the fiscal year 1969 to 80 per cent for fiscal year 1970.

This lowering of participation was due to a number of factors. In some cases LEA administrators felt there was too much paperwork involved or simply failed to apply early enough for approval. Other factors included a shortage of properly certificated remedial teachers, lower funding at the tentative allocation period, and revised state guidelines based on OE recommendations.

The above factors are involved also with the reduction in the number of projects. In FY 1969 there were 512 projects and in FY 1970 only 472, a reduction of 60 projects. Consolidation and reorganization of school districts also accounted for some of the reduction.

The time of year of the projects is little changed from the previous year. Fifty-three per cent were conducted during the regular year only. This remains the same percentage as FY 1969. Projects which occurred both during the regular year and summer increased 3 per cent from 37 to 40 per cent, while summer projects decreased only 3 per cent, from 10 per cent to 7 per cent. This latter statement reflects the addition of regular year activities in LEA's which previously conducted only summer activities.

The participation of low income and educationally deprived students decreased somewhat from the previous fiscal years. This occurred both in the public and non-public school children participation realms. The chart below indicates participation for three fiscal years.

TABLE II - PARTICIPATION BY FISCAL YEARS

Year	Total State Enrollment	Title I Participants	Percent of Total
PUBLIC SCHOOL CHILDREN			
FY 68	1,031,010	202,152	19.6
FY 69	1,061,646	122,056	11.5
FY 70	1,078,347	114,722	10.6
NON-PUBLIC SCHOOL CHILDREN			
FY 68	165,000	14,970	9.1
FY 69	154,326	6,822	4.4
FY 70	158,342	5,045	3.2

Two primary reasons exist for the decrease in student participation. The first was effort to concentrate on a smaller number of educationally deprived and low income students. The minimum per pupil expenditure of Title I funds was $150. This was required in individual projects for Fiscal Year 1970 and specifically encouraged in Fiscal Year 1969.

The second reason was the more restrictive guidelines developed in the summer of 1969 as a result of Federal audits of the state Title I program. Not only was there increased movement toward concentration on fewer students but the elimination of activities which tend to be general in nature. This eliminated some eligible students as the programs began focusing more on instructional activities with more small group and individualized instruction.

A continued reduction of non-public school participants has also

been affected by the aforementioned factors. In addition, the state has continually required that non-public school participants meet the same requirements for participation as public school children. The state Constitution requires that all participation be outside the regular school day. Some non-public children who earlier participated have since discontinued due to the problems involved.

There has not been a movement in Missouri toward cooperative projects. The minimum amount for which a project may be approved is $2,500. Cooperative projects serve best where activities serve a number of LEAs and would be extremely inefficient to attempt to apply the program to a single LEA.

2. TITLE I STAFF VISITS

A total of 556 individual staff visits were made to local educational agencies participating in Title I, ESEA, during Fiscal Year 1970. Of this total 442 were made primarily for program development and program operation. Visits for evaluation purposes were made on 36 occasions. Seventy-eight visits took place which considered only the financial aspects of various projects.

When a supervisor visits a particular Title I project, he may be involved in many aspects of the program. Awareness on the part of each supervisor of the total operation of Title I has proven valuable.

Specific planning visits were limited due to the press of office duties prior to and during the application stage. Planning activities,

however, were carried out in conjunction with other supervisory visits. The format of the Title I Basic Data and application forms were so constructed so as to assist schools in planning for their Title I activities by first of all requiring a determination of priority needs and secondly providing for development of a project to meet the needs discovered.

The Title I, ESEA staff encouraged local administrators to call the section when they are in need of help or to visit the department personally as needed. Much of this is done especially at application time and continues on a somewhat diminished basis throughout the year.

The effectiveness of the supervision of local projects by the State Department of Education is enhanced by the onsite visit. The supervisor can get the actual picture of the activities at a local school setting and can determine if the project is operating as specified in the application. Assistance may be rendered not only to school administrators but often to other Title I personnel in carrying out the various phases of the Title I activities. Continued effort is made to keep the lines of communications open between the State Title I section and the local school representatives.

3. CHANGES IN THE LAST THREE YEARS

A. Improving the Quality of Title I Projects

FY 1968 and 1969	FY 1970
1. Late in FY '69 the new operational manual began to take shape.	1. Early in FY 1970 a new Title I, ESEA Operational Manual was developed and published. This established firm procedures for project planning and approval.
2. Improvement of teacher quality encouraged. Inservice training provided.	2. Most remedial reading teachers were certificated as reading specialists. Properly certificated and degreed teachers required for Title I.
3. Awareness of the need for more adequate objectives.	3. Beginning of emphasis toward more adequate and appropriate objectives for various Title I activities.
4. Activities which tend to serve children other than educationally deprived phased out.	4. Final phase-out of those activities which tended to equally benefit eligible and non-eligible children. New policies were developed for focusing on the educationally deprived and low income child.
5. Improvement of evaluation form to collect more relevant data.	5. Continued improvement of evaluation format. Addition of evaluation of specific groups, i.e. public, non-public, and neglected or deliquent children.
6. Emphasis on priority needs assessment.	6. Continued emphasis on priority needs assessment. Development of improved form for use in FY '71.
	7. Regional workshops on application and evaluation were conducted.

B. Participation of Non-Public School Children

FY 1968 and 1969

1. Continued effort was made to establish programs for children with special educational needs who attended non-public schools within the context of State law.

2. Steps were taken to insure the same standards when used to determine eligibility for non-public and public school students. Beginning of the development of clearer policies regarding lines of communication, responsibility, title to property, and use of equipment.

3. Improvement of lines of communication was encouraged.

4. Collection and publication of information about non-public schools, principal officers, locations, enrollments, etc.

FY 1970

1. Higher quality of participation of non-public school students through more adequate planning and closer adherence to policy.

2. Policy statements made and distributed which clearly defined role and procedures for all parties involved.

3. Evaluation forms for non-public participants of both non-public and public school officials.

4. Continued collection and publication of pertinent information regarding non-public schools.

C. Modification of Local Projects as a Result of Evaluation

FY 1968 and 1969

1. Review projects of local LEA's.

2. Beginnings of the impact of evaluation procedures on local projects.

3. Beginning of the development of locally devised evaluation instruments. These are based on the premise of small behavioral objectives for various skill areas. A checklist for reading and mathematics has been most popular. The checklist is used as a pre and post evaluation of the various skills. The list of skills also serves as objectives to be reached by the individual student. The checklists are summarized and conclusions drawn--they are especially useful in evaluating short term summer programs.

FY 1970

1. Continued review and improvement of the format of evaluation data.

2. Many suggestions made regarding improvement of evaluation procedures.

3. Improvement and expansion of locally devised evaluation instruments.

4. Emphasis on supplying concrete evidence of student progress and drawing conclusions regarding such progress.

5. Continued awareness on value of evaluation for use as a decision making factor.

6. Awareness on the part of local Title I personnel of improved objectives begun.

4. Effect on Educational Progress

Regular Year - Public

A. The impact of Title I upon the total educational achievement of eligible educationally deprived children in the state of Missouri has been great. This is true even though the mean achievement in grade equivalence of Title I students was not significantly different than the results achieved during the previous year's program. The intensification of services to those children significantly below grade level has evidently reached a plateau; therefore, additional input will be needed to raise the amount of achievement made within a single year over that gained per year for the past two years. There is another important factor to consider in analyzing the gains made by Title I students. This factor is the ability of the type of student which is included in Title I programs to make gains beyond those attained or those expected for the total population. The normal expected gain for the total population is one year gain in achievement per year of instruction. Title I students have gained about .8 of a year on the average. This number becomes really significant when one considers that the gain without Title I assistance might have been from .2 to .5 of a year of achievement. This consideration indicates real impetus toward the continuation and intensification of Title I.

The following pages show some of the student's progress indicated as a result of the use of standardized achievement tests. Note that of the 24,053 students shown for regular reading the weighted mean gain for all students is .79 years of growth and achievement. For the 12,608 students shown in Mathematics during the regular year, results of

standardized achievement tests indicated a growth of .97 years. This would appear to be a significant growth.

Note should be taken that the average post test score by grade indicates that many students involved remain below the expected grade level. Continued effort is needed to narrow the gap between the presently achieved level and the desired level.

Non-Public

Non-public school students in a sample of 326 showed a gain of .82 years achievement in reading based on the Iowa Test of Basic Skills. Many other non-public school participants were also evaluated through achievement testing; however, due to the variety of tests used a significant sample could not be acquired for reporting. It is evident, however, that non-public children achieved along the same patterns as public school children. Public and non-public school students were evaluated together in the summer activities. Similar progress can be noted for both groups.

Summer School

Summer school achievement as a result of standardized testing was approximately equal to the amount of time spent in summer activities. No consideration is given to the standard error of measure in intrepreting test results for test taken within a few weeks. In this case, however, test results indicate progress in a positive direction.

Most Title I summer school participants were evaluated through the use of a carefully developed checklist (shown as exhibit I). The checklist was developed initially in 1969 by the Cape Girardeau Public Schools,

Cape Girardeau, Missouri in cooperation with the State Department of Education. Revisions were made for fiscal year 1970 which facilitated summarization of the checklists.

The premise of the checklist was the division of broad skills areas into more specific behavioral objectives. Ratings were made prior to the instructional period and at the end. Initial ratings showed not only the current standing of the student but also indicated appropriate objectives for the student. Post ratings determined progress toward meeting these objectives.

Using this checklist as a model other schools have developed their own or developed scales for other subjects. The idea of individual student objectives and evaluation has caught on.

B. Common Characteristics of Effective Title I Project

Many variables enter into a particular project which affect its success. Some projects succeed well where minima. Title I effort is imposed. In contrast, however, the focus on the total child appears to be most effective for the child. If a child can achieve over and above that normally expected through intensive instructional activity but continues to have health or social problems, he may loose the advantage gained. Learning to get along, learning to adjust, improvement of health problems, having books available after appreciation is developed, etc., all may contribute substantially to the overall progress of the educationally deprived, low income child.

Effective teaching yet remains the most significant factor, accompanied by such supportive services as needed by the children

involved. The determination of priority needs during project planning allows the LEA to make provision for the needs of the child.

C. Relationship of Effectiveness to Cost

A minimum expenditure of $150 of Title I funds per student is required for FY 1970. It will increase next year. It may be expected that increased expenditure would result in increased results; however, this is not always true. The efficiency of the use of the funds also becomes important. The approximate cost per pupil for FY 1970 was $175.

General Conclusions on Achievement

The following generalized conclusions regarding student achievement and progress may be drawn:

1. Students have made evident positive progress in achievement.
2. Average achievement per year by Title I participants has not reached that expected by the total population.
3. Progress is generally greater in primary and middle grades compared to upper grades.
4. Evidence presented indicates only the general nature of achievement. Thousands of instances of significant individual progress might be sighted which would indicate the impact of various supportive services as well as intensive instructional activity.

Table III

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Regular Year Reading - Stanford Achievement Test - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Scores
1	219	1.09	1.61	.52
2	1,005	1.45	2.25	.80
3	1,155	2.02	2.85	.83
4	1,210	2.90	3.63	.73
5	940	3.63	4.48	.85
6	972	4.39	5.22	.83
7	728	5.18	5.85	.67
8	647	5.76	6.45	.69
9	94	5.22	6.43	1.21
10	34	5.89	6.14	.25
11	29	5.44	5.94	.50
UNG.	161	2.69	2.91	.22
Totals	7,194	3.33	4.10	weighted mean gain .77

Table IV

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Regular Year Reading - Iowa Test of Basic Skills - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
1	---	---	---	---
2	---	---	---	---
3	235	3.56	5.55	1.99
4	251	2.95	3.54	.59
5	272	3.74	4.60	.86
6	245	4.45	5.08	.63
7	289	5.35	6.38	1.03
8	277	5.96	6.63	.67
9	44	6.02	6.63	.61
Totals	1.613		weighted mean gain	.93

Sample for each grade is taken from 17 projects.

SUMMARY OF STUDENT PROGRESS (SHOWN GRADE EQUIVALENTS)

St. Louis and Kansas City

Regular Year Reading - Iowa Test of Basic Skills - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
4	4,786	3.31	4.14	.83
5	4,294	3.95	4.86	.91
6	4,251	5.04	5.73	.69
7	282	5.19	6.44	1.25
8	864	5.58	6.21	.53
Totals	14,477		weighted mean gain	.80

Table V

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Regular Year Reading - Metropolitan Achievement Test - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
1	134	1.12	1.84	.72
2	635	2.43	3.00	.57
Total	769		weighted mean gain	.59
	Regular Year Mathematics - Metropolitan Achievement Test			
1	13	1.60	2.40	.80
2	588	2.67	3.25	.58
Total	601		weighted mean gain	.58
	Summer Reading - Metropolitan Achievement Test			
1	129	1.68	1.95	.27
2	162	2.40	2.52	.12
Total	291		weighted mean gain	.18
	Summer Mathematics - Metropolitan Achievement Test			
1	119	2.12	2.38	.26
2	133	2.75	3.08	.33
Total	252		weighted mean gain	.29

Table VI

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Regular Year Mathematics - Stanford Achievement Test - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Scores
1	56	1.07	1.60	.53
2	417	1.64	2.36	.72
3	350	2.24	3.17	.93
4	358	3.09	4.01	.92
5	346	3.70	4.60	.90
6	403	4.76	5.63	.87
7	486	5.75	6.19	.44
8	492	6.09	6.40	.31
9	44	7.16	8.40	1.34
UNG.	113	2.88	3.22	.34
Totals	2,665	4.60	5.39	weighted mean gain .79

Table VII

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Regular Year - Mathematics - Iowa Test of Basic Skills - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
3	144	3.33	4.40	1.07
4	3,717	3.53	4.54	1.01
5	3,917	4.13	4.84	.71
6	3,992	4.85	5.68	.83
7	83	5.17	6.09	.92
8	56	5.52	6.36	.84
9	34	7.35	8.18	.83
Totals	9,943		weighted mean gain	1.02

Table VIII

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Summer Reading - Stanford Achievement Test - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
1	502	1.46	1.66	.20
2	562	2.04	2.21	.17
3	466	2.77	3.00	.23
4	610	3.39	3.70	.31
5	505	4.29	4.50	.21
6	357	5.02	5.25	.23
7	178	5.90	6.04	.14
8	104	6.33	6.70	.37
Total	3,284		weighted mean gain	.23

SUMMARY OF PROJECT EFFECTIVENESS (SHOWN IN GRADE EQUIVALENTS)

Summer Reading - Iowa Test of Basic Skills - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
3	183	2.82	2.91	.39
4	139	3.20	3.37	.17
5	153	4.18	4.25	.07
6	119	4.89	4.92	.03
7	33	6.00	6.36	.36
Totals	627*		weighted mean gain	.20

*Sample only.

Table IX

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Summer Mathematics - Iowa Test of Basic Skills - National Norm

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
3	135	3.06	3.43	.37
4	124	3.57	3.70	.13
5	104	4.45	4.85	.40
6	115	5.21	5.38	.17
7	84	6.05	6.26	.21
8	32	6.58	6.33	-.05
Totals	594*		weighted mean gain	.24

*Sample only.

Table X

SUMMARY OF STUDENT PROGRESS (SHOWN IN GRADE EQUIVALENTS)

Non-Public School Students - Regular Year Reading

Iowa Test of Basic Skills

Grade	Number of Students	Mean Pretest	Mean Post Test	Gain in Grade Score
4	102	3.60	4.45	.85
5	81	4.45	5.55	1.10
6	72	5.52	6.27	.75
7	67	6.30	7.46	1.16
8	4	8.20	8.52	.32
Total			weighted mean gain	.82

5. EFFECT ON ADMINISTRATIVE STRUCTURE AND EDUCATIONAL PRACTICE

The procedures of determining priority needs, planning to meet those needs, and evaluating to discover if needs have been met have the beginnings of making a significant impact on the procedures in other programs. The State Department of Education has recently instituted a planning and evaluation section under Title IV, Section 402, Elementary and Secondary Education amendments of 1967, Public Law 90-247.

It appears that local schools have begun to use evaluative procedures on non-Title I activities in the local setting. Local personnel have become aware of evaluation methods thus are more willing to involve themselves.

Improvement in educational practices has been widely noted as a result of both the improvement of Title I teachers and the spin-off from this new knowledge to other teachers. Inservice training both formal and informal has been an important part of Title I.

A new looseleaf Title I, ESEA Operational Manual was published in August 1969. Additional policies may be printed and added as need arises. This manual carefully and clearly defined Title I guidelines by various activities and topics and served as a valuable instrument in carrying out the projects.

The development of a three-part Basic Data form for determining priority needs and initial planning was an outgrowth of previous experience with Title I procedures. The determination of priority needs and initial planning have always been an integral part of the application procedure. A Part IA was developed for public school students, Part IB for non-

public children, and a Part IC for neglected and delinquent children. The LEA then makes a single application for the project. This format is being used for the FY 1971 projects.

A similar breakdown is also used for evaluation with parts developed for public, non-public, and neglected or delinquent children. This insures more accurate evidence of participation on student progress. These forms were used to evaluate the FY 1970 program.

6. ADDITIONAL EFFORTS TO HELP THE DISADVANTAGED

A. State support for programs for disadvantaged children continues at an increased level over the previous fiscal year. The 74th General Assembly of Missouri meeting in special session enacted Senate Bill #15 which provides these services for the handicapped.

During fiscal year 1970, $9,211,119 were expended for those special education programs. (See following attachment.) Remedial reading is included in the programs along with areas of homebound, orthopedic, deaf and hard of hearing, blind, and partially seeing, mentally retarded, speech defective, learning disabilities, and emotionally disturbed. Three hundred fifty-five school districts provided special education classes for 79,153 disadvantaged children. Teachers numbered 2,251 in these special education programs.

The primary purpose for the use of state funds was to make available additional services needed by disadvantaged and handicapped children.

Every school district which provides the various classes for disadvantaged included under Senate Bill #15 may receive funds if classes are provided according to special education guidelines. Allocations are not

made prior to the submission of the application. The amount of funds received by an LEA is dependent upon the number of classes offered.

Local educational agencies must apply for all available state funds before Title I funds are used. The two funds are then used concurrently to operate approved Title I activities.

In some cases different philosophies exist between the state special education guidelines and the Title I guidelines. Criteria for participation tends to be the primary difference. Three activities for disadvantaged children made up the greater portion of cooperation between Title I and state funds. These programs were remedial reading, educable mentally retarded, and speech correction programs. All educable mentally retarded and speech correction programs funded by Title I were approved and funded also by the special education section. Most remedial reading programs were also co-funded. There is no overlapping of funds.

Each remedial reading and EMR activity approved by special education receives $3,500 per full-time teacher with a full load. Approved speech correction programs receive $6,000.

Local and state funds provide many of the supportive services needed by eligible Title I students.

B. Coordination of other Federal programs with Title I.

Title II, ESEA provides funds for materials and books for library services. Title I requires that a school must utilize these Title II funds prior to use of Title I funds where complementing activities exist.

The State Department of Education maintains close contact within the agency to insure coordination rather than competition.

Title III, ESEA and its former projects continues to provide assistance in the area of resources and consultation.

Recently instituted programs for the handicapped under vocational education will be coordinated with Title I where applicable.

STATE
SPECIAL EDUCATION PROGRAMS Table XI

1969-1970

Category	Total Number of Districts	Total Number of Children	Total Number of Teachers	Approved Reimbursement
Homebound**	133	1,165	-------	$ 144,908.00
Orthopedic	10	721	56	332,500.00
Deaf & Hard of Hearing	8	542	68	410,000.00
Blind & Partially Seeing	4	117	16	92,000.00
Mentally Retarded	293	19,648	1,253	4,412,994.00
Speech Defective	145	29,403	302	1,821,133.00
Learning Disabilities	14	574	48	288,000.00
Emotionally Disturbed	10	779	86	295,750.00
Remedial Reading	169	26,204	422	1,413,834.00
Totals		79,153	2,251	$9,211,119.00

355 school districts provided classes.

114 counties represented.

**Estimated data for the 1969-1970 school year.

7. TITLE I AND CHILDREN ENROLLED IN NON-PUBLIC SCHOOLS

The effectiveness of Title I in meeting the needs of non-public school children has improved even though the number of participants has decreased as explained earlier. There were 86 LEAs which conducted activities for non-public school students with a total participation of 5,045 students.

Missouri's State Constitution requires that all publicly funded services to non-public school children be outside the school day; thus, Title I non-public school children must participate before or after school, on Saturdays, or during summer programs. Participation must be on public school premises. A larger percentage of the participation was during the summer.

Local school districts have developed programs for non-public school children where needed and when programs could be kept within Title I guidelines. The State Operational Manual of August 1969 states, "The special educational needs of educationally deprived children enrolled in private schools, the number of such children, and the types of special educational services to them shall be determined after consultation with persons knowledgeable of the needs of these private school children." It also states, "Determining the special educational needs of educationally deprived children enrolled in private schools is the responsibility of the private school." After this is done regular Title I guidelines apply in general.

The above mentioned statements indicate the involvement of non-public school people in determining needs of non-public school children. This practice continually improves. A Part IIB of the evaluation form

calls specifically for an evaluation of non-public school children in which both the LEA authorized representative and the principal non-public school officer must sign. This furthers the awareness between both groups.

Recent legal interpretations have not affected non-public participation in Title I. A thorough study of non-public participation was made by a USOE task force during Fiscal Year 1970. No response has been received since that time.

Past experiences with the involvement of non-public school children has brought about improved procedures for determining children's needs and working through local LEA's. These will be instituted for the 1971 fiscal year. The forms were described earlier in this report. They involve that portion (Basic Data, Part IB) of the determination of need and planning in which the non-public school people are involved. If non-public schools do not wish to participate, they may sign a form so indicating.

8. COOPERATIVE INSERVICE TRAINING

All LEA's which employed teacher aides or teacher clerks are required by Title I guidelines to offer coordinated teacher--teacher aid training programs. Plans for these were noted in the application and were approved at that time. Approximately 397 LEA's conducted training programs with 3,102 professionals and teacher aides participating.

Workshops varied from a minimum of one day to week long sessions to aides receiving college credit. In general the workshops were one and

two-day programs because of the large number of returning personnel and the extensive workshop activities the previous year. General topics included information regarding the total school program, relationship of the Title I program to the total program, and meeting the needs of educationally deprived children through instructional activities and audio visual operations.

Summaries of three outstanding joint training programs follows:

Sikeston--Three days of inservice training was received by the Title I staff. Fifty-six aides and 90 classroom teachers and special teachers were required to attend. Two consultants from Southest Missouri State College provided service to the session. Primary objectives of the program were to: (1) Evaluate the most pressing needs of the deprived student, and (2) Enable staff to use effective materials and techniques for maximum remedial results. Inservice was not limited to the three days as informal information presentations were made throughout the year.

St. Louis--Cooperative inservice training was provided to 85 teacher aides, 30 principals, and 30 team leaders. The team leaders and principals participated primarily in a three-day orientation period by receiving college credit in appropriate areas. The program was operated for the aides and other personnel which worked in the Career Opportunities activity. In addition, 66 teacher aides received 60 hours on-the-job training.

Kansas City--Inservice training is an integral part of Title I

staff development with workshops involving almost all Title I staff members at some time during the fiscal year. There is close cooperation between the University of Missouri at Kansas City College of Education and the Division of Urban Education. Additional inservice training is provided through Mid-Continent Regional Educational Lab in training teachers to teach in the inner city. All Title I teacher aides and parent visitors are provided unique annual workshops to help them develop the special skills required for their jobs. Coordination between departments in the Division of Urban Education is organized to provide much of the workshops with Title I staff members working within their area of specialization.

9. COMMUNITY AND PARENT INVOLVEMENT

Community and parental involvement in Title I programs remained generally minimal even though LEA's were thoroughly notified of the suggestions and requirements for involvement. One of the major problems appears to be that LEA people do not know how to utilize parents in light of their often evident inability to contribute constructively to the input of Title I planning and operation. However, some LEA's have had good success in using parents and others in the community. Two examples follow. Other school districts which reported satisfactory parental involvement include Kirkwood, Springfield, Monroe City, Tarkio, and Jefferson City.

Momentum is gaining toward more involvement as pressure is applied from both the State and Federal levels and as those districts which really undertake involvement of parents and community people are discovering it can be done successfully.

St. Louis City

D. Volunteers:

The St. Louis Title I Volunteer Program has grown remarkably since 1967. In 1967, there were 25 volunteers working with 3,000 students in two schools. By 1969-70, the program had recruited 1,100 volunteers to work with more than 21,000 students in 25 programs. Seven new programs were added in 1969-70.

The volunteer programs include after-school tutoring in 15 schools, churches, and neighborhood centers; assisting in central collection and corridor libraries by telling stories, reviewing books, and helping students select books; helping in the Art Gallery, the Vit-A-Lunch program, the community schools, the Reading is Fun-damental and Junior Great Books programs, and Follow Through. Some volunteers presented chamber music programs and plays in schools. Others served in the Distributive Education program, the School for Continued Education for pregnant girls, the Reading Clinics, and the School Health Program.

Title I funds provide for a coordinator for volunteer programs in Title I schools. The coordinator is responsible for recruiting, training and organizing the volunteers' work. Recruitment of volunteers begins in July of each year. Contacts are made with service clubs and sororities, university and church groups. Appeals are made through the two daily newspapers, neighborhood newspapers, and radio stations. Letters are written to recruit retired teachers and to involve a great variety of businesses in volunteer activities. Brochures describing volunteer opportunities are mailed. In 1969-70 over 8,000 solicitations were made.

The volunteer training sessions range from one hour orientation meetings to elaborate 12 session training courses. The coordinator also spends considerable time working with district administration staffs, principals, teachers, librarians, secretaries, and community groups.

Local Advisory Committee--Title I

A prevailing concern in public education is for substantive community involvement in school programs. To promote that end, St. Louis has organized a Title I Advisory Committee to monitor Title I programs and to participate in decisions about them.

In 1968-69, the main function of the committee was to become intimate with the workings of each Title I project. The members visited the programs and talked with teachers and project directors. Following that general orientation, a sub-committee was formed to specialize in each project and to report back to the whole committee on each program's problems and successes.

In 1968-69 the committee was composed of two parents and one teacher from each of the five Title I districts. The members were appointed rather than elected and served two year terms. The plan was to expand the committee in 1970-71 to include more members who were less closely connected with the schools. Problems and confusion caused by St. Louis's recent decentralization move have complicated following through on the plan, but the Advisory Committee will be restructured and made more broadly representative early in the 1970-71 school year.

The new decentralization plan produced five districts, four of which are Title I. Each district has two Parent Congresses, one for each of two high school (feeder)-elementary school units. Each of the eight Title I Parent Congresses has been asked to recruit two members from their neighborhoods to serve on the Title I Advisory Committee. In addition, the administration of each school unit has been asked to appoint a teacher to serve. The new committee, then, will be composed of sixteen community people and eight teachers. The committee will be larger and more broadly representative than it has been. The changes could not be made in the spring of 1970 because the new Parent Congresses had not yet been organized.

The 1969-70 committee took on more specific tasks than it had dealt with in 1968-69. Members continued monitoring the Title I programs, keeping informed of changes in guidelines, and judging the relative importance of the contribution of each project. In addition to making decisions about the organization and function of the Advisory Committee, they oversaw the revision of the Rooms of Twenty grade system, They also made recommendations about the staffing of Title I branch schools and the operation of the Vit-A-Lunch program.

The Advisory Committee recommended that the Vit-A-Lunch program be expanded to include service to kindergartens. They recommended that classrooms in which Vit-A-Lunches are served be maintained in the same fashion that regular lunch

rooms are maintained: the floors should be wet mopped and accomodations should be made for collecting and disposing of the debris from lunches. Another recommendation was that full-time clerks be employed in Title I branch schools.

The recommendations for additional secretaries was accepted by the administration, but funds were not available because of the rejection of the tax referendum. The committee implemented its decision to expand its size and broaden the representation. The committee also was effective in directing the revision of the Rooms of Twenty report card.

The Advisory Committee's recommendation for cleaning class rooms in which Vit-A-Lunches are served was reported to the Superintendent. Both the Director of Food Services and the Building Commissioner were notified of the recommendation. The Building Commissioner will make the requirement of special custodial service for those classrooms explicit in his next directive. In the meantime, he has requested that the Advisory Committee let him know the specific schools in which that complaint occurs so that he can make certain that the rooms are properly cleaned.

At the end of the year, the committee was asked to rank the Title I programs in order of priority for funding for 1970-71. The members were familiar with the objectives and the operation of all the programs and knew of their successes and failures. The committee recommended the programs in the following order of priority:

1. Rooms of Twenty
2. Lincoln High School

   Work-Study High School
3. Remedial Reading Program
4. Instructional and Supplementary Services
5. Study-Learning Resources Center
6. Vit-A-Lunch
7. Summer School
8. Curriculum Materials Center
9. Mini-Grants

Progress Report Outline for Title I Activity and/or Service

Indicate Evaluation Design Used F .

Include a progress report for **each** activity and/or service operated according to the following outline. Regular year (RY) and Summer (Su) programs should be reported separately. **Each question should be answered for each activity and/or service**. Attach additional pages as needed.

I. Type of instructional activity or supportive service Parent Council (RY) Su
Circle One

II. Number of eligible Title I children included in the report 5,923

III. Present objective evidence, such as quantitative summaries, charts, tables, etc., used in evaluating activity and/or service.

IV. In what ways were project objectives met and what conclusions were made?

V. Describe any unique or innovative features of this activity and/or service.

VI. Make recommendation of changes needed for this activity and/or service.

III. Parent Visitors were active in each Title I elementary school.

Attachement #1 provides a summary of the services provided by them during 1969-70 school year. Attachment #2 gives the results of the questionnaire requested from parents about their involvement with the school their children attend and their knowledge of Parent Council activities. The two sets of summary sheets are included. One summarizes the total response received for fall and spring. The other includes only those parents who completed both fall and spring survey forms. Both results were positive in showing parents are becoming better informed about school affairs and Title I activities.

We decided to review the effect on student behavior of those students whose parents regularly attended Parent Council meeting or a minimum of three meeting during the year. The study included 298 students whose parents met the meeting attendance requirements and who had been enrolled in school during 1968-69 and 1969-70. Comparisons were made to determine if there was improved attendance during 1969-70 over the previous school year and to compare these participants with the total school's attendance. Since the participants represented all grades, there was no attempt to assimilate the data by grade level. From the 298 students, there were 229 which we obtained matched attendance information for both fiscal years. This information follows after Attachment #1 and Attachment #2.

THE SCHOOL DISTRICT OF KANSAS CITY MISSOURI
Division of Urban Education

ATTACHMENT #1 KC

SUMMARY OF DAILY AND WEEKLY REPORTS OF PARENT VISITORS

FROM Sept. 3 1969 TO Oct. 20 1969

SCHOOL	VISIT-ORS	HOME CALLS	PRINC. REF.	NATURE OF PROBLEM	COUN-CIL	NO. OF MEETINGS	ATTEND-ANCE	SPECIAL ACTIVITIES	ATTE-ANCE
ATTUCKS	1	116	1	Discipline	yes	1	3	Open house	45
BANNEKER	1	20	14	Tardiness Absentees Enrollment	yes	2	9	none	
DOUGLASS	1	23	21	Attendance problems	yes	1	9	none	
FRANKLIN	1	10	5	Attendance problems	yes	1	12	Open house	47
GARRISON	1	58	15	Attendance and family crises	yes	3	18	Gas Co. cooking class Family Life Film	5 9
KARNES	1	136	14	Family crises	yes	1	15	Gas Co. cooking class Family Life Film	8 12
PHILLIPS	2	150	14	Attendance and family problems	yes	2	55	Sewing class	
SWITZER	2	Both	Parent	Visitors resigned.	One effective 9/26,			the other 10/3.	
WASHINGTON	2	129	4	Attendance	yes	1	14	Block meeting Millinery class	14
WOODLAND	2	46	21	Attendance and enrollment	yes	2	19	none	
YATES	2	80	35	Attendance and family crises	yes	1	10	Sewing class Millinery class	
TOTALS	16	668	148		10	15	176		

ATTACHMENT #1 KC

EXPLAINATION OF "FAMILY CRISES"

GARRISON:

9/8/69 — Mother had no way to get her monthly commodities. Called the principal for help. Principal asked parent visitor to take her to pick up her commodities.

The principal asked parent visitor to take a 3rd grade boy home who was a severe behavior problem. His mother was ill , threatening a miscarriage.

10/8/69 — Teacher and Principal asked me to pick up child and bring her to school. She was a kindergartener and the mother had called and said she had no way of getting to school. I brought her to school and took her home.

YATES: 9/19/69 — Children were fighting on way home from school. Principal asked me to go to the home and ask the parent to call the school.

10/15/69 — Took letters to several parents about their children yelling and fighting on the bus.

KARNES:

The principal asked parent visitor to go and get parent. Her second grade son had an accident and needed some clean clothes.

10/16/69 — Family has a kindergartener and no transportation. They sent a note to the principal asking if there was bus service. Principal asked parent visitor to go to the home and inform them that there was no bus.

THE SCHOOL DISTRICT OF KANSAS CITY MISSOURI
Division of Urban Education

ATTACHMENT #1 KC

SUMMARY OF DAILY AND WEEKLY REPORTS OF PARENT VISITORS

FROM Dec. 21 1969 TO March 20 1970

SCHOOL	VISIT-ORS	HOME CALLS	PRINC. REF.	NATURE OF REFERRAL	COUN-CIL	NO. OF MEET.	NO ATT.	SPECIAL ACTIVITIES
ATTUCKS	1	179	23	Assist with chronic absentees and clothes project for needy	yes	3	10	56 to Finians Rainbow Parents alterations group for clothes for needy.
BANNEKER	1	41	24	Contact parents about discipline and absentees.	yes	2	4	31 to Finians Rainbow
DOUGLASS	1	118	47	Assist with chronic absentees and tardies.	yes	3 3 Blk.	29 16	15 to Finians Rainbow Cooking class
FRANKLIN	1	57	11	Assist parents with vital statistics.	yes	2	8	31 to Finians Rainbow
HARRISON	1	214	43	Assist with chronic absentees & parents with shoe referrals.	yes	3	25	36 to Finians Rainbow Cooking and sewing classes.
KARNES	1	299	91	Assist with chronic absentees. assist parents with hardship ref.	yes	3	12	45 to Finians Rainbow Cooking and sewing classes.
PHILLIPS	2	434	31	Assist with breakfast program and clothes project.	yes	3	33	17 to Finians Rainbow Sewing class
SWITZER	1	173	164	Assist with chronic absentees & parents with community projects.	yes	2	69	50 to Finians Rainbow
WASHINGTON	2	201	5	Assist parents with community projects & chronic absentees.	yes	3 1 Blk.	74 4	200 to Finians Rainbow Millinery class
WOODLAND	2	60			yes	3	25	
YATES	2	271	41	Assist with chronic absentees and tardies	yes	3	10	64 to Finians Rainbow Sewing class
TOTALS	15	2047	480			34	319	545

THE SCHOOL DISTRICT OF KANSAS CITY MISSOURI
Division of Urban Education

ATTACHMENT #1K

SUMMARY OF DAILY AND WEEKLY REPORTS OF PARENT VISITORS

FROM March 21 1970 TO May 28 1970

SCHOOLS	VISIT-ORS	HOME CALLS	PRINC. REF.	NATURE OF REFERRAL	COUN-CIL	NO. OF MEET.	NO. ATT.	SPECIAL ACTIVITIES
ATTUCKS	1	163	12	Assist with chronic absentees Assist parents with vital stat.	yes	0	0	22 to Urban Education Fair. People for Peopl Group in - Gas Service Co. Demonstration.
BANNEKER	1	44	13	Assist with chronic absentees Contact parents for conferences.	yes	0	0	11 to Urban Education Fair. People for Peopl Group in - Gas Service Co. Food demonstration.
DOUGLASS	1	97	37	Assist with Chronic absentees	yes	1		50 to Urban Education Fair. People for Peopl Group in - Gas Service Co. Food demonstration.
FRANKLIN	1	25			yes	1	6	11 to Urban Education Fair. 3 to People for People Group in- 6 to G Co. food demonstration.
ARRISON	1	254	15	Assist with chronic absentees Assist parents with shoe referrals	yes	2	10	21 to Urban Education Fair. 5 to People for People. Gas Service Co. Food demonstration.
KARNES	1	330	59	Assist with shoe and clothes ref. and chronic absentees	yes	0	0	40 to Urban Education fair. People for Peopl group in - Gas Service Co. Food demonstration.
PHILLIPS	2	287	9	Assist with chronic absentees Assist with break-fast for needy.	yes	0	0	43 to Urban Education Fair. 3 to People for People Group in- 6 to G Co. food demonstration.
SWITZER	1	71	71	Assist with chromic absentees	yes	1	6	7 to Urban Education Fair.
WASHINGTON	2	222	4	Assist with chronic absentees Assist parents w/ community projects.	yes	1		41 to Urban Education Fair. 3 to People for People. 2 to Gas Co. Food demonstration.
WOODLAND	2	21						10 to Urban Education Fair.
YATES	2	83	17	Assist with chronic tardies and absentees.	yes	0	0	48 to Urban Education Fair. 2 to People for People. 9 to Gas Co. Food demonstration.
TOTALS	15	1597	237			8	22	304 Attended the Fair. This is an approximate number. many did not register or leave an evaluation sheet.

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Division of Urban Education

ATTACHMENT #2 KC

Matched Responses from Parents Who Completed Both Questionnaires

Pre Date---11/21/69 Post Date---5/28/70

			YES	NO	NOT SURE	SOMETIME
1.	Are you familiar with the work of the Division of Urban Education?	Pre	89	46	44	
		Post	152	7	19	
2.	Have you heard about the Parents Council Program?	Pre	130	48		
		Post	170	8		
3.	Did you attend Parents Council meetings or the Urban Education Fair last year?	Pre	48	127		
		Post	92	86		
4.	Do you feel that your child has made satisfactory progress in his school work?	Pre	152	16	9	
		Post	151	11	16	
5.	Does your child read books at home?	Pre	137	11		26
		Post	138	9		25
6.	Do you think your child has made progress in reading?	Pre	152	7	16	
		Post	147	8	18	
7.	Does your child have a library card?	Pre	78	90		
		Post	89	85		
8.	Are you familiar with the "earn a book" program?	Pre	89	83		
		Post	96	67		
9.	Do you think this has been a good program for your child?	Pre	109	129		
		Post	129	6		
10.	Does your child talk about school at home?	Pre	173	5	1	
		Post	172	3		
11.	Did you visit your child's school last year?	Pre	144	33		
		Post	160	16		
	Why?					
	Voluntarily	Pre	121			
		Post	129			
	School's request	Pre	20			
		Post	34			
12.	Would you like your child's teacher to visit your home during the school year?	Pre	150	22		
		Post	148	22		
	Total Number of Surveys	Pre	179			
		Post	179			

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ATTACHMENT #2

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

Division of Urban Education

Summary of all Parent Questionnaires Received

Pre Date---11/21/69 Post---5/28/70

			YES	NO	NOT SURE	SOMETIME
1.	Are you familiar with the work of the Division of Urban Education?	Pre	245	227	153	
		Post	315	62	62	
2.	Have you heard about the Parents Council Program?	Pre	393	236		
		Post	375	63		
3.	Did you attend Parents Council meetings or the Urban Education Fair last year?	Pre	122	502		
		144	291			
4.	Do you feel that your child has made satisfactory progress in his school work?	Pre	520	40	72	
		Post	356	37	38	
5.	Does your child read books at home?	Pre	445	56		
		Post	319	17		86
6.	Do you think your child has made progress in reading?	Pre	516	46	62	
		Post	359	34	40	
7.	Does your child have a library card?	Pre	287	319		
		Post	221	205		
8.	Are you familiar with "earn a book" program?	Pre	294	317		
		Post	221	172		
9.	Do you think this has been a good program for your child?	Pre	288	2		
		Post	326	15		
10.	Does your child talk about school at home?	Pre	598	24		
		Post	419	12		
11.	Did you visit your child's school last year?	Pre	454	160		
		Post	359	62		
	Why?					
	Voluntarily	Pre	304			
		Post	289			
	School's request	Pre	89			
		Post	88			
12.	Would you like your child's teacher to visit your home during the school year?	Pre	514	75		
		Post	331	74		
	Total Number of Surveys	Pre	629			
		Post	438			

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ATTACHMENT #2 KC

REPRESENTATIVES OF THE PARENT INVOLVEMENT PROGRAM HAVE SERVED THE FOLLOWING ADMINISTRATIVE GROUPS IN ADVISORY CAPACITIES OR AS RECOMMENDATIONS INDIVIDUALS:

1. The Parent, Teacher, Principal Committee--Dr. A. Leedy Campbell
2. The 1969-70 School Levy committee--Mr. J. Glenn Travis and Mrs. Della Hadley
3. The Anti-Vandalism Committee--Innercity Parents Council and Division of Urban Education Staff
4. The Annual Division of Urban Education Fair--Instructional Services Staff, Principals, Teachers, Luke Ponder
5. The Informer - A Division of Urban Education Newsletter - Luke Ponder, Instructional Services Staff, Parents
6. Human Relations staff and P.T.A. Council, Division of Urban Education--"People for People Group-in"
7. Lincoln High School and West High School student uprisings

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Division of Urban Education

Results from the Attendance Information

Page 3 Continued

School	N	FY 1969 Rate Of Attendance	FY 1970 Rate Of Attendance	Change FY 70 - FY 69	FY 1970 Total School Rate Of Attendance	Sample Compare to Tota
1	22	91.45%	94.20%	+2.75%	92.09%	+2.11
2	30	90.20%	90.11%	-0.09%	87.96%	+2.15
3	24	90.02%	90.73%	+0.71%	90.23%	+0.50
4	17	88.04%	94.49%	+6.45%	89.12%	+5.37
5	25	90.88%	93.40%	+2.52%	88.96%	+4.44
6	30	88.62%	89.68%	+0.96%	93.40%	-3.72
7	1970 attendance information missing from storage tape					
8	5	91.16%	97.59%	+6.43%	93.09%	+4.50
9	48	92.21%	93.24%	+1.03%	89.49%	+3.75
10	28	93.69%	96.59%	+2.90%	91.26%	+5.33
Summary	229	90.87%	92.81%	+2.86%	89.70%	+3.11

It can be seen from these figures that attendance has improved from fiscal year 1969 to fiscal year 1970 for those students whose parents become involved through the Parent Council with the school. Participants rate of attendance for fiscal year 1970 was also better than the rate for the total school in which they attended in all but one school. A 3.11% better attendance rate than their school adds additional support to getting more parents involved with the school in a positive way.

Another part of the study was to compare fiscal year 1969 and fiscal year 1970 achievement as shown through standardized tests. Comparisons were made on only those students with a 1969 pre and 1970 post test score on the same standardized test. Intelligence score indicates these were average children for our schools with non-verbal scores about average and verbal scores low average. Comparison shows the following:

Test	Spring 1969	N	Spring 1970	Change
Gates-MacGinite Grade 2				
Vocabulary	1.6	46	1.6	0
Reading Comprehension	1.6	46	1.7	+.1
Total Reading	1.6	46	1.65	+.05
Iowa Test of Basic Skills Grades 4-7				
Vocabulary	3.96	135	4.97	+1.01
Reading Comprehension	3.98	135	4.38	+0.40
Total Reading	3.97	135	4.68	+0.71

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
Division of Urban Education

Page 3 Continued

From this data can be seen some carry-over of parents becoming involved in constructive verbalization. Note the year's growth in vocabulary for the 135 students in the study who were in grades 4-7 during 1970. The change in reading comprehension was less than hoped for, but still made possible a seven month gain in total reading.

Recommendations for the Parent Council Activity would include exploration of additiona methods to get more parents to respond. The schools and parents need to develop greater understanding in each other's problems and recognize the need for cooperativel developing activities to solve them. There is real need for direction and guidelines from the State in organizing lines of responsibilities between school personnel and parents as related to Title I activities. We need to develop better two-way lines of communication between the school and parents. Each group needs assistance in deciding what affairs are separate responsibilities and what should be cooperatively done. Each groups needs guidelines establishing policy for areas to be discussed, where and when recommendations are to be made and where lines of decision making lie.

The organizational structure should provide a plan for looking ahead rather than working predominately with immediate problems or crisis. This would allow more involvement in program planning instead of program implementation. As the parent org-nization becomes more involved, it will be necessary to expand the budget to meet the demands of new activities and services.

Exhibit No. I

It is recommended that the attached summer school evaluation forms be used as follows:

READING CHECKLIST, Part I

Regular year teacher should complete the first section (Knows, Knows Partly, Does Not Know and Not Applicable) for all skills of the student being rated.
Summer School Teacher should complete the second section (Improved, Did Not Improve and Not Applicable) for purposes of summer school evaluation. Only those items for which the line has been carried into this section are to be rated here. Ratings recorded in this (second) section will be tabulated for inclusion in the evaluation of Summer School.
Summer School Teacher will also complete the third section of this checklist for the benefit of the teacher who will receive the student next year.

READING CHECKLIST, Part II

Regular year teacher should complete the first section (Knows, Knows Partly, Does Not Know and Not Applicable) for all skills of the student being rated.
Summer School Teacher should complete the second section (Improved, Did Not Improve and Not Applicable) for purposes of summer school evaluation. Only those items for which the line has been carried into this section are to be rated here. Ratings recorded in this (second) section will be tabulated for inclusion in the evaluation of Summer School.
Summer School Teacher will also complete the third section of this checklist for the benefit of the teacher who will receive the student next year.

READING CHECKLIST OF DIFFICULTIES

This checklist is for instructional purposes only and is not to be included in the evaluation of Summer School but should go on to the teacher for next year. Item is to be checked only if it is applicable to this student.

ARITHMETIC CHECKLIST

Regular year teacher should complete the first series of ratings (Knows, Knows Partly, Does Not Know and Not Applicable) for all skills of the student being rated.
Summer School Teacher will complete the second series of ratings (Improved, Did Not Improve and Not Applicable) for purposes of Summer School evaluation. Ratings recorded for this second series will be tabulated for inclusion in the evaluation of Summer School.

_____

Check

End of Grade _____ ____
Beginning of Summer ____
End of Summer ____
Beginning of Grade _____ ____

R E A D I N G C H E C K L I S T

Part I

Teacher _____ _____ _____ _____

Date _____ _____ _____ _____

READING SKILLS	Knows	Knows Partly	Does not know	Not Applicable	Improved	Did not Improve	Not Applicable	Knows	Knows Partly	Does not know	Not Applicable	Knows	Knows Partly	Does not know	Not Applicable
Sight Words															
Letters															
Consonants															
Initial															
Middle															
Final															
Blends															
Consonant diagraph															
Vowels															
Short															
Long															
Vowel diagraph like ea and oa															
Dipthong like oy and oi															
Other vowel sounds															
Prefixes															
Suffixes															
Compound Words															
Contractions															
Syllables															
Meaning from context															
Dictionary Skills															
Location															
Pronunication															
Meaning															
Figurative Language															
Notes and remembers correct sequence															
Draws conclusions of what is read															
Main topic of paragraph															
Sub topic of paragraph															
Outlining															
sing Index															

COMMENTS:

*Pointing may not be detrimental in some cases.

_____

Check

End of Grade ____
Beginning of Summer ____
End of Summer ____
Beginning of Grade ____ ____

R E A D I N G C H E C K L I S T

Part II

Teacher _____ _____ _____ _____

Date _____ _____ _____ _____

ORAL READING

Level in oral reading _____ _____ _____ _____

	GOOD	AVER	POOR	IM PROVED	DID NOT IMPROVE	GOOD	AVER	POOR	GOOD	AVER	POOR
Comprehension in oral reading											
Security in oral reading											

	YES	SOME TIMES	NO			YES	SOME TIMES	NO	YES	SOME TIMES	NO
Letter reversals											
Word reversals											
Word omissions											
Word substitutions											
Word repetition											
Word calling											
Phrasing											
Ig[illegible]s punctuation											
Expression in reading											
Poor enunciation											
Ignores word endings											

SILENT READING

Level in silent reading _____ _____ _____ _____

	GOOD	AVER	POOR	IM PROVED	DID NOT IMPROVE	GOOD	AVER	POOR	GOOD	AVER	POOR
Comprehension in silent reading											
Recall of material											

	YES	SOME TIMES	NO			YES	SOME TIMES	NO	YES	SOME TIMES	NO
Lip Movement											
Pointing*											
Head movement											
Vocalization											
Tense											
Eye Movement											

COM[illegible]TS:

*Pointing may not be detrimental in some cases.

Teacher Name _____ _____

R E A D I N G C H E C K L I S T O F D I F F I C U L T I E S

1st Date _____ 2nd Date _____

FOR INSTRUCTIONAL PURPOSES ONLY

Name _____ Grade _____ Suggested Reading Level _____

	Check
End of Grade _____	____
Beginning of Summer	____
End of Summer	____
Beginning of Grade ____	____

NERAL READING HABITS

___ ___ Uses finger as pointer*
___ ___ Frowns and is tense
___ ___ Poor posture
___ ___ Loses place easily
___ ___ Shows aversion to reading
___ ___ Head movements
___ ___ Holds book too close
___ ___ Holds book too far away
___ ___ Tilts book to one side

AL READING ---VOICE SKILLS

___ ___ Monotonous tone
___ ___ Volume too loud
___ ___ Volume too soft
___ ___ Poor enunciation
___ ___ Strained, high-pitched voice

AT READING---WORD SKILLS

___ ___ Low sight vocabulary
___ ___ Errors on easier words
___ ___ Guesses at unknown words
___ ___ Ignores errors and reads on
___ ___ Habitual addition of words
___ ___ Omits words
___ ___ Word analysis ability poor

PHRASE READING

___ ___ Word-by-word reading
___ ___ Incorrect phrasing
___ ___ Eye-voice span too short
___ ___ Ignores punctuation

RECALL OF ORAL READING

Good ___ Fair ___ Poor ___
Good ___ Fair ___ Poor ___

___ ___ Unaided recall scanty
___ ___ Poorly organized
___ ___ Inaccurate memories
___ ___ Guesses
___ ___ Avoids use of new words
___ ___ Recalls details badly on questions

SILENT READING

___ ___ Lip movements
___ ___ Whispering
___ ___ Low rate
___ ___ High rate at expense of mastery

PHONETIC INVENTORY

The following letters _____ are reversed:

RECALL OF SILENT READING

Good ___ Fair ___ Poor ___
Good ___ Fair ___ Poor ___

___ ___ Unaided recall scanty
___ ___ Poorly organized
___ ___ Inaccurate memories
___ ___ Guesses
___ ___ Avoids use of new words
___ ___ Recalls details badly on questions

WRITTEN RECALL OF READING

Good ___ Fair ___ Poor ___
Good ___ Fair ___ Poor ___

___ ___ Unaided recall scanty
___ ___ Poorly organized
___ ___ Inaccurate memories
___ ___ Guesses
___ ___ Avoids use of new words
___ ___ Laborious writing
___ ___ Spelling impedes recall

PHONETIC INVENTORY

The following letter names are not known: _____ _____

The following letter sounds are not known: _____ _____

The following consonant blends are not known: _____ _____

* may not be detrimental in some cases.

Name _____ End of Grade ____ Check ___
Beginning of Summer ___
End of Summer ___
Beginning of Grade ___ ___

Teacher Name _____ _____
Date _____ _____

ARITHMETIC CHECK LIST *

	Knows	Knows Partly	Does not Know	Not Applicable	Improved	Did not Improve	Not Applicable
GRADE 1							
Understands "greater than" and less than"							
Comprehends idea of counting money							
Understands numeration system to 100							
Knows basic facts through 8							
GRADE 2							
Understands numeration system to 1,000							
Understands measurements of length and volume							
Comprehends joining action (multiplication and division)							
Knows basic facts through 12 with immediate recall							
GRADE 3							
Knows all basic addition and subtraction facts with immediate recall							
Knows basic multiplication and division facts through 6 X 9 with immediate recall							
Understands place value with grouping and regrouping							
Understands position and use of zero							
GRADE 4							
Knows basic multiplication and division facts through 9 X 9 with immediate recall							
Understands multiplying by tens and hundreds							
Understands place value with grouping and regrouping through millions							
Understands subtraction with zero in the minuend							
Understands multiplication with 2 place multiplier							
Understands division with 2 [illegible] divisor							
Understands meaning of fraction[illegible]							
GRADES 5-8							
Can read and write numbers with decimals and zeroes (for example: 21.035 and 56,003)							
Understands integers and their operation							
Can handle interest problems							
Understands and can use percent							
Can find areas of plane surfaces							
Can find volumes of solids							
Can use business forms							
Understands geometric figures							

ENTS:

s within levels may vary from school to school.

CHECKLIST OF STUDENT ATTITUDES

Regular year teacher should complete the first section (Good, Indifferent and Poor) for each item.
Summer School Teacher will complete the second section of ratings for the purpose of noting progress and possible inclusion in the evaluation of Summer School.

It is suggested that for the purpose of Summer School evaluation the following items will be applicable to grades four (4) to six (6) inclusive: Sight Words; Consonants; Blends; Vowels; Compound words; Syllables; Meaning from context; Dictionary skills; Main topic of paragraph; Sub topic of paragraph; Comprehension in oral reading; Security in oral reading; Comprehension in silent reading, and Recall of material. Page three (3) of the evaluation might be completed as follows:

Ten items checked "Improved".....Substantial Progress
Five to nine items checked "Improved".....Some Progress
Four or less items checked "Improved".....Little or No Progress

For Summer School evaluation it appears the following items will be applicable to grades one (1) through three (3). Sight Words; Consonants; Blends; Vowells; Compound words; Syllables; Meaning from context; Comprehension in oral reading; Security in oral reading; Comprehension in silent reading, and Recall of Material. Page three (3) of the evaluation might be completed as follows:

Eight items checked "Improved".....Substantial Progress
Four to seven items checked "Improved".....Some Progress
Three or less items checked "Improved".....Little or No Progress

Name _____

Chec'

End of Grade ____
Beginning of Summer ____
End of Summer ____
Beginning of Grade ____

C H E C K L I S T O F S T U D E N T A T T I T U D E S

Teacher Name _____ _____ _____ _____

Date _____ _____ _____ _____

	GOOD	INDIFFERENT	POOR	GOOD	INDIFFERENT	POOR	GOOD	INDIFFERENT	POOR	GOOD	INDIFFERENT	POOR
General attitude toward school												
Interest in learning												
Cooperation with other pupils												
Cooperation with teachers												
Attends school regularly												
Improvement in self-understanding												
Desire for self-improvement												
Improvement of work habits												

ENTS OR SUGGESTIONS: